

McCrorey-Liston Elementary

1978 State Highway 215 S

Blair, SC 29015

Grades	PK-6 Elementary School	
Enrollment	219 Students	
Principal	Dr. Mary E. Ashley-Livingston	803-635-9490
Superintendent	Dr. Clarence E. Willie	803-635-4607
Board Chair	Mr. Robert Drake	803-635-3936

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	53	60	3

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Below Average	Below Average	Yes

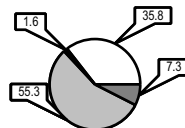
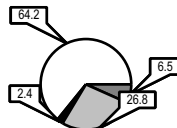
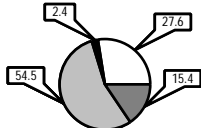
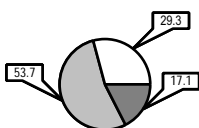
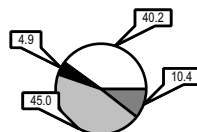
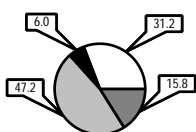
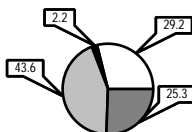
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	124	100.0	29.3	53.7	17.1	0.0	29.3	Yes	Yes
Gender									
Male	60	100.0	35.6	47.5	16.9	0.0	32.2		
Female	64	100.0	23.4	59.4	17.2	0.0	26.6		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	124	100.0	29.3	53.7	17.1	0.0	29.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	91	100.0	24.4	54.4	21.1	0.0	34.4		
Disabled	33	100.0	42.4	51.5	6.1	0.0	15.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	124	100.0	29.3	53.7	17.1	0.0	29.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	124	100.0	29.3	53.7	17.1	0.0	29.3		
Socio-Economic Status									
Subsidized meals	107	100.0	30.2	52.8	17.0	0.0	26.4	Yes	Yes
Full-pay meals	17	100.0	23.5	58.8	17.6	0.0	47.1		

Mathematics – State Performance Objective = 36.7%									
All Students	124	100.0	27.6	54.5	15.4	2.4	35.8	Yes	Yes
Gender									
Male	60	100.0	30.5	50.8	15.3	3.4	39.0		
Female	64	100.0	25.0	57.8	15.6	1.6	32.8		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	124	100.0	27.6	54.5	15.4	2.4	35.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	91	100.0	20.0	55.6	21.1	3.3	46.7		
Disabled	33	100.0	48.5	51.5	0.0	0.0	6.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	124	100.0	27.6	54.5	15.4	2.4	35.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	124	100.0	27.6	54.5	15.4	2.4	35.8		
Socio-Economic Status									
Subsidized meals	107	100.0	30.2	54.7	13.2	1.9	33.0	Yes	Yes
Full-pay meals	17	100.0	11.8	52.9	29.4	5.9	52.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	124	99.2	63.9	27.0	6.6	2.5	9.0
Gender							
Male	60	100.0	61.0	30.5	6.8	1.7	8.5
Female	64	98.4	66.7	23.8	6.3	3.2	9.5
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	124	99.2	63.9	27.0	6.6	2.5	9.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	91	98.9	55.1	32.6	9.0	3.4	12.4
Disabled	33	100.0	87.9	12.1	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	124	99.2	63.9	27.0	6.6	2.5	9.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	124	99.2	63.9	27.0	6.6	2.5	9.0
Socio-Economic Status							
Subsidized meals	107	99.1	66.7	26.7	4.8	1.9	6.7
Full-pay meals	17	100.0	47.1	29.4	17.6	5.9	23.5

Social Studies							
All Students	124	99.2	35.2	55.7	7.4	1.6	9.0
Gender							
Male	60	100.0	30.5	59.3	10.2	0.0	10.2
Female	64	98.4	39.7	52.4	4.8	3.2	7.9
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	124	99.2	35.2	55.7	7.4	1.6	9.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	91	98.9	29.2	58.4	10.1	2.2	12.4
Disabled	33	100.0	51.5	48.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	124	99.2	35.2	55.7	7.4	1.6	9.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	124	99.2	35.2	55.7	7.4	1.6	9.0
Socio-Economic Status							
Subsidized meals	107	99.1	39.0	54.3	5.7	1.0	6.7
Full-pay meals	17	100.0	11.8	64.7	17.6	5.9	23.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	31	100.0	16.7	20.0	56.7	6.7	63.3
	4	45	100.0	31.8	50.0	18.2	N/A	18.2
	5	28	100.0	32.1	53.6	14.3	N/A	14.3
	6	33	100.0	37.5	40.6	21.9	N/A	21.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	23	100.0	26.1	43.5	30.4	0.0	30.4
	4	33	100.0	15.2	63.6	21.2	0.0	21.2
	5	37	100.0	29.7	59.5	10.8	0.0	10.8
	6	31	100.0	46.7	43.3	10.0	0.0	10.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	31	100.0	16.7	63.3	20.0	N/A	20.0
	4	45	100.0	45.5	43.2	9.1	2.3	11.4
	5	28	100.0	39.3	53.6	7.1	N/A	7.1
	6	33	100.0	9.4	50.0	34.4	6.3	40.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	23	100.0	30.4	56.5	8.7	4.3	13.0
	4	33	100.0	24.2	39.4	33.3	3.0	36.4
	5	37	100.0	35.1	59.5	2.7	2.7	5.4
	6	31	100.0	20.0	63.3	16.7	0.0	16.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	23	100.0	73.9	21.7	4.3	0.0	4.3
	4	33	97.0	50.0	34.4	9.4	6.3	15.6
	5	37	100.0	70.3	24.3	2.7	2.7	5.4
	6	31	100.0	63.3	26.7	10.0	0.0	10.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	23	100.0	21.7	65.2	8.7	4.3	13.0
	4	33	97.0	15.6	68.8	12.5	3.1	15.6
	5	37	100.0	51.4	45.9	2.7	0.0	2.7
	6	31	100.0	46.7	46.7	6.7	0.0	6.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 219)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.2%	Up from 1.1%	4.0%	3.0%
Attendance rate	97.6%	Down from 99.8%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.9%	3.2%
Eligible for gifted and talented	11.1%	Down from 13.3%	6.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.3%	Up from 3.8%	8.0%	8.2%
Older than usual for grade	1.4%	Up from 0.9%	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.6%	Up from 0.0%	0.0%	0.0%
Teachers (n= 22)				
Teachers with advanced degrees	59.1%	Up from 55.0%	50.0%	52.6%
Continuing contract teachers	68.2%	Down from 70.0%	81.1%	83.3%
Highly qualified teachers	95.0%	Up from 90.9%	92.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.6%	0.0%
Teachers returning from previous year	90.6%	Up from 86.0%	84.4%	87.0%
Teacher attendance rate	95.1%	Up from 94.3%	94.9%	95.0%
Average teacher salary	\$43,085	Up 0.6%	\$40,675	\$41,703
Prof. development days/teacher	12.2 days	Down from 15.7 days	12.7 days	12.8 days
School				
Principal's years at school	3.0	Up from 1.5	4.0	4.0
Student-teacher ratio in core subjects	12.6 to 1	Down from 13.0 to 1	17.5 to 1	18.8 to 1
Prime instructional time	88.8%	Down from 89.3%	89.2%	89.8%
Dollars spent per pupil*	\$8,547	Up 9.4%	\$6,802	\$6,242
Percent of expenditures for teacher salaries*	58.8%	Down from 61.1%	64.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	88.7%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

McCrorey-Liston Elementary School has had a SOARing year in 2004-05. The SOARing Eagles have earned many accomplishments. Academically, students have maintained their "average" rating on the state report card, met adequate yearly progress (AYP), and earned many state and local awards. Students won awards in the Lt. Governor's Writing Contest, the Governor's Citizen Award, SCDOT Drawing Contest, District Spelling Bee, quarterly honor roll, and many other local and state awards.

The school is a Schoolwide Title One School with over 88% of students on free and reduced lunch. The grade span is child development through sixth grade. The student population is about 260. The majority of the students are bus riders with about 2% being car riders.

The students are participating in their second year of a School Improvement Grant. The grant presents staff development to teachers that is scientifically-based research. Teachers use these trainings to better deliver lessons to students. The grant helps teachers center their reading around the five big ideas in reading: phonemic awareness, phonics (alphabetic principle), fluency, vocabulary, and comprehension. Students learn to read so that they can later read to learn. This method helps students become lifelong readers and learners. The grant has helped teachers learn how to develop reading intervention groups to ensure the gaps are being filled as needed by students. Students are continuing to use peer assisted learning strategies (PALS) to strengthen the five big ideas in reading. The SuccessMaker Computer Lab is being used to help reinforce and strengthen skills students are struggling with or advancing students who need to be challenged. The classes have a competition with SuccessMaker for the class making the highest gains each nine weeks. The winning class gets a trophy to keep as long as they maintain the highest gains. Another class is always trying to win the trophy from the current winner.

Our Character Education Program is incorporated into the school-wide grant rules and taught across the curriculum. This method seems to have more continuity.

Mrs. Latoya Robinson-Workman, SIC Chair and Dr. Mary Ashley-Livingston, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	17	30	8
Percent satisfied with learning environment	94.1%	83.3%	I/S
Percent satisfied with social and physical environment	100.0%	82.8%	I/S
Percent satisfied with school-home relations	43.8%	93.3%	I/S

*Only students at the highest elementary school grade level at this school and their parents were included.